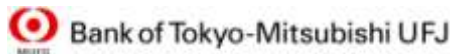


Supporting Partners:



Submission Form of 2013 SEAMEO-Japan ESD Award

Theme: Values Education

The last day for submission of entries: 16 September 2013

PART I: School Information

Name of the School : BERNARDO LIRIO MEMORIAL NATIONAL HIGH SCHOOL
Full Address : St. Joseph Subdivision, Barangay Darasa, Tanauan City, Batangas, Philippines
Postcode : 4232
Country : PHILIPPINES
Telephone Number : +63-043-778-2654
Fax Number : NA
Name of School Principal : ADELIO B. BALBIN
Name of Teacher Coordinator : EDGAR MARSHALL M. BRIÑAS
E-mail Address : sir_butch21@yahoo.com
School website : NA
Educational Level : Secondary Level (Grade 7 & 8, 3rd & 4th High School)
Number of teachers in the school: 63
Number of students in the school: 1 796 (current enrolment SY 2013-2014)

Teachers who have been involved with the planning and implementation of the programme:

1. EDGAR MARSHALL M. BRIÑAS (Lead Implementer of the programme, Social Studies & Values Education Teacher, Batangas Trainer, Team Moderator and Coordinator for Project Citizen Philippines)
2. ELEONOR D. BRIÑAS (English Coordinator of the school, PC Team Moderator)
3. RHODEL ESCOSES, CHRISTIAN RENALES & MA. ADELA OPENA (Teacher- Participants)
4. SOCIAL STUDIES & VALUES TEACHERS all over the province of Batangas (participants to the Teacher's Training)

Students who have been involved in the programme from SY 2009-2013:

1. Jonathan Oane (Team Leader 2009)
2. Sharmaine Arroza (Team Leader 2010)
3. Vryxon Val Del Valle (Team Leader 2011)
4. Jonamy Bento (Team Leader 2012)
5. Bernadeth Molinyawe (Team Leader 2013)
6. Project Citizen Team Members (2009-2013) (**NB:** Attached is the list of PC Members from 2009-2012)
7. 4TH Year students (Social Studies and Values Education Classes) since 2010- 2013

PART II: Information about the School's Values Education Programme

1. Title of the school's programme

PROJECT CITIZEN

2. Programme summary

In 2008, our country, the Philippines was regarded as the "Sick Man of Asia." It was the time when the country was bombarded with challenges and controversies. Corruption issues and abuses of power from the government officials are the highlights of many international reports in the country's failure in its system of governance. Among those reports were the World Bank's Measures of Governance and Transparency International's Corruption Perception Index.

As an educator, together with the many other concerned people of the country, made us wonder what kind of citizens are we producing or influencing? How do these issues influence and affect the younger generations? Are we still modelling the right values, ethical and democratic principles to the youth? And, are we still creating people for nation building?

The country's education was highly concentrated on producing competent and technically sound individuals. It focused more on academic achievements and performances. It has neglected a very important and basic factor in educating young individuals- character formation through values and civic education. The only feasible means that I see, in a long- run, that will affect and influence people for nation building.

Since my attendance to the teacher's training programme of the Project Citizen in 2008 by the Philippine Center for Civic Education and Democracy, I have began to embrace the program and implement it in our community. It has given me an avenue and reason to start a program that focuses on developing people for nation building and a community with values. The program's pedagogy is anchored in helping the community to resolve its problems.

The programme aims to foster the right and democratic values such as respect for all individuals, their rights and the rule of law. It also emphasizes on responsibility, compassion and care for the community through community service and participation. It is anchored on the values of honesty through transparency and accountability, social skills with tolerance and understanding of each individual in the community and above all, critical thinking for problem solving.

The programme started as a club and an after-class activity. Selected students get to do the process of Project Citizen through policy research and presentations. In 2009, the programme evolved and was integrated in my lessons for Social Studies. Then it was adopted in my Values Education class. As integration, we started making action research, documentary films and emersions. The following years, it was institutionalized and is now a concrete program in the school.

Project Citizen follows the procedure such as: researching for a community problem, identifying the solutions through policies, analyzing the problems, proposing solutions, creating action plan, and finally, presenting the completed research to the authorities concerned.

By undergoing the process, emersions and mingling with all types of people in the community are required. Students are then exposed to the diverse cultures and values of people in the community. With this, they see the many problems in society that has to be affected with positive change through values reorientation and citizenship. The programme becomes an avenue for students to learn and practice the concept of democratic values.

Through the progress of the programme it has gained support from our partners such as the NGOs, local government and the DepeEd Division of Tanauan City. The school is happy with the sustainability of the programme Project Citizen in the community.

3. Background Information

The teacher who manages the program, Mr. Edgar Marshall M. Briñas, is an accredited trainer for Project Citizen Philippines under the Philippine Center for Civic Education and Democracy (PCCED). He also attended the Regional Training for Values Education for the country's new curriculum- K-12 program. He is currently the Provincial Coordinator for Project Citizen Batangas and has gone to different parts of the country to train teachers on how to implement the program. He also trained European and American Volunteers of an international organization, Life Project 4 Youth (LP4Y) regarding Project Citizen.

Mr. Brinas initiated Project Citizen in the curriculum of school under the Social Studies program and Values Education. Under the program, he adopted projects for the students such as emersions, documentary film making, policy research through an action research, theatrical presentations and simulations of situations for values education.

In the three year run of the program, it has gained support in the city. The policy researches and the problems of the community brought about by wrong values system were brought to the attention of the authorities, of which they took immediate action.

4. School Mission, Vision and Core Values

Mission

Bernardo Lirio Memorial National High School is committed in providing a caring environment that cultivates the total development of each student through formation of character and competence with a sense of citizenship.

Vision

By 2015, Bernardo Lirio Memorial National High School will be recognized for good governance and for developing functionally literate and GOD loving FILIPINOS.

Core Values

- **Good Governance**
 - Fairness
 - Transparency & Accountability
- **Sense of Citizenship**
- **Culture of Hope**
- **Caring Environment**
- **Love for Country**
 - Nationalism & patriotism
- **Collaboration**

The core values of the school are based on the how it operates as an organization and how things are put into practice in all its undertakings.

The school implements *Good Governance* and *fairness* in its processes. There are always checks and balances in all the operations. The school also practices transparency and accountability among the teaching and non-teaching personnel. The school values the trust of the stakeholders in the procedure of the school.

The school with the faculty believes in creating the culture of *Hope and Caring Environment*. All Teachers are expected to act in the most professional manners in dealing with our clientele and be compassionate with the students who need help in the aspects of academic, social, emotional and physical assistance.

With all projects and programs, the school equips all the faculty members to make competence a lifestyle. The institution believes that the best reflection of this principle is in the quality of the graduates that the school produces.

Love for country and *sense of citizenship* is one of the prime advocacies of the school among all the students. This is shown in the school procedures and in the class practices. Students were taught the value of prizing that local practices are at par with others and that the practice of patriotism and nationalism should not be just lip service.

5. Objectives of the programme

The program is aimed at achieving the following objectives:

- ✚ To affect positive change in the values system of the community through the intensified program for values and civic education for the youth
- ✚ Provide an opportunity for youth engagement in the resolution of community problems through the systematic and strategic programs of the school
- ✚ Provide a curriculum that enhances potential of students and formation of their character with the right values and civic awareness
- ✚ To engage every member of the community in a collaborative efforts to resolve challenges and conflicts in the community
- ✚ Foster the values of honesty, transparency, accountability, care, respect and democratic principles among members of the community

6. Values that the school aims for within the programme and/or definition

The programme aims to foster the right values such as:

- ✚ Respect for all individuals, their rights and the rule of law;
- ✚ Responsibility, compassion and care for the community through community service and participation;
- ✚ Honesty through transparency and accountability; social skills with tolerance and understanding of each individual in the community;

7. Period of time the programme has been implemented

The Project Citizen Program has been implemented in the school and in the city since **2009**, while its implementation and integration in the curriculum was fully initiated in **2010**. The activities and projects under the program was developed and tried in the opening of the **Academic Year 2010-2011**.

The action research project was initialized in Social Studies class in 2009 and is still continued in the present. This project is also supplemental to the values class project and emersion activity. Since 2010, the program is sustained and is continued up to the present.

The school has its Project Citizen Team composed of 15-20 students every year. They conduct the process and presented policy researches since 2009-2010 up to the current year. The program has been intensified as of to date and will continue or might be part of the national curriculum for K-12.

The Project Citizen Program usually starts in the month of August every year and culminates with a showcase in the month of December to February. The project and research is done in between those months. The outputs of the teams participating are presented in a panel for a simulated public hearing. Presentations to the Local authorities usually happen before the showcase.

The emersion projects are done in the months of September to October as to coincide with the topics for Values Education. The simulations such as mock –job interviews, responsibility project and documentary film making happens every November to February of every year.

8. Activities (Action and Strategies of implementing)

- ✚ **Project Citizen (Policy Research)** - The program follows a manual that indicates the step by step process on how to go about the policy research. The program is an after-school and out of classroom activity that immerses students in identifying problems in the community and offering policy solutions to it. A group of students will work with the project with the guidance of a trained teacher moderator. The product or policy research is presented to local authorities and a simulated public hearing with the organizers in a gathering known as Project Citizen Showcase.

The steps conducted in the policy research are as follows: Identifying a community problem, identifying and analyzing the existing policies, proposing a policy solution and creating an action plan. After all of these have been accomplished, the moderator and the team present it in a public hearing with the local official.

- ✚ **Emersion activities-** The activities are anchored in the subject for Values Education particularly in the topic for responsibility of a teenager. Students get to narrate their personal experience from the task given by the teacher. An example of the task is responsibility of a teenager in home, school and community.
- ✚ **Role Plays/ Theatrical Presentation-** each section under values education is tasked to produce a theatrical presentation with a topic of their choosing. The class will select a topic from the array of discussions or lessons presented to them in values class. The story or play will be written by the class themselves. The theatrical play will be presented in a selected audience of students based on the relevance of the story to their age or situation.
- ✚ **Documentary Short-films-** the project short film is exclusive for the graduating class (senior students) only. This is a production by the class of which they choose a particular real life scenario or depicts a situation that calls for the right values and morals.
- ✚ **Ten Random Acts of Kindness List-**each student will make a list of ten things they did that exemplify kindness and concern to other people. Each deed will be narrated and if documented, must show it to the class. The list is presented in the beginning of the school year and a new list will be presented in the end of the school year. This encourages each student to do or perform more good deeds to people and simply recognize their kind acts, no matter how small, to attain sustainability of such act and principle.
- ✚ **The practice of ‘Honesty is the Best Policy’-** the whole division encourages all schools to practice honesty in all facets of its operation. In the school level, students get to practice honesty in every activity and make it a part of their principles.

The aforementioned activities and projects in the program are integrated in the lessons conducted in the subjects of social studies and values educations. The activities are done or executed according to topic it suits for.

9. Teaching strategies or pedagogies used for teaching values in school

The programme advocates the concept of “Learning by Doing” patterned in the “Cone of Learning” by Edgar Dale (1969) which is supplemental to the current learning process by the K-12 Curriculum and is in support of the thrive by the UNESCO.

Project Citizen Philippines follows the pedagogical approach to education in democracy. It is tried in more than 60 countries worldwide. In the Philippines, it is implemented accordingly per local areas. The program always starts with the Teacher’s Training, of which teachers are tapped to train students in their school who will undergo the program. Then selected students get to go through the process until the final showcase. Every year, thousands of students gather in different parts of the country to exhibit their policy research that made a difference in the life of the community in the Project Citizen Showcase. It is an avenue to relate with other students their experience and results of their research and validation of their project as well.

The programme Project Citizen, immerse students into the real world in aim of making them see the situations that calls for positive change or at least influencing it with. Mr. Brinas believes that when you equip students with competence and the right values they will radiate it to the people surrounding them.

The programme is aimed at making the students learn by performing the concepts they learned and reflecting on the actions they have undertaken. The reflection, of which is essential, provides the learner a quality learning experience is highly affective of the behaviour and life of an individual.

The Department of Education in the Philippines now advocates the “child-centered” principle where the teaching-learning process is anchored at the learners. In complying with such mandate of the department, all lessons are competency-based and measurement is focused in attaining the competencies prescribed by each learning area.

The programme coincides with this as it provides the essential skills and competence a student need, especially the right values and attitudes they will need to be productive and better individuals. The school believes in the principle of not just creating technically sound individuals but above all create people with character- people for nation building.

10. Programme monitoring and evaluation mechanisms and summary of results







Involved highly in the monitoring of the Project Citizen Program is the Philippine Center for Civic Education and Democracy (PCCED). From the Teacher’s Training to the implementation of the programme with students, they track the participants and their progress in their projects in the four-month period given to them to accomplish it. The recent tie-up with the Department of Education (DepEd) and its four Division offices in the province of Batangas, is another highlight in monitoring the programme and effectively carrying out its implementation. With DepEd as the mandating authority, the sustainability of the programme was reached as well as integrating it in the curriculum.

When it comes to the projects done in the community, the students get to be part of the monitoring process as they track their recommended policy research among their local officials. This ensures sustainability of the project as well as effective implementation.

The teacher, school principal and the supervisor are also involved in the monitoring process as they secure participation of schools in the programme as well as integration and implementation of it in the curriculum and lessons.

Tracking and monitoring involves visitations, formal sessions with the local officials, observations and even surveys.

11. Resources used for programme implementation

-  Vehicle for transport of participants during research and presentations
-  Illustration boards and art materials for the presentation panels
-  Materials for documentations (paper, envelopes, folders and such)
-  Camera for documentation and monitoring of the program
-  Blank CD’s or flash drives
-  Laptop and printer for printed materials

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme

Name of Partners	Roles or contributions
a) Philippine Center for Civic Education and Democracy (NGO)	Organizer of showcase, seeking funders for teachers training and monitoring of program
b) Globe Telecoms	Funder and sponsor of the showcase in Batangas
c) Department of Education, Division of Tanauan City	Authority concerned in all education programs, provided support to the program and recognized the implementation of it
d) First Asia Institute of Technology & Humanities	Host school and venue for Project Citizen Showcase
e) The City Government of Tanauan, Batangas, Philippines	Authorities concerned in the presentation, supported the projects and implemented it in the city
f) The Barangay Officials of Darasa, Tanauan City, Batangas, Philippines	Supported the projects of the students and implemented it in the community, continuous dialogue with the team for evaluation and monitoring of it.

13. Benefits/ impacts/ positive outcomes of the activity/programme to teachers, parents and community

- ✚ Political Efficacy- Public Servants and elected officials in the community began to do their duties and task honestly and effectively because of the participation of the people in the community who thrives for transparency and accountability
- ✚ Better and effective public services- in response to the presentation of the students with the local officials, immediate action were taken to attend to the researched problems
- ✚ Community awareness and participation in the issues and concern of the community increased and more individuals collaborates in resolutions of community problems
- ✚ Right values are fostered among youth like honesty, genuine concern among others, volunteerism and respect of individual rights
- ✚ Teachers were opened to new and effective ways of giving competency-based learning among their students
- ✚ Research is advocated and found as an effective means in resolving problems
- ✚ Local government in the community provided the infrastructures, services and security the people needed
- ✚ Every year, the City Council awaits the project students has to offer to them as recommendation to remedy community problems
- ✚ Students, parents and teachers were given an opportunity to further the practice of democracy and participate in shaping up a better community

14. Proof of achievement from teachers, students and community

Achievements in the Community:

- ✚ Political Efficacy- Public Servants and elected officials in the community began to do their duties and task honestly and effectively because of the participation of the people in the community who thrives for transparency and accountability
- ✚ Better and effective public services- in response to the presentation of the students with the local officials, immediate action were taken to attend to the researched problems
 - A pedestrian overpass and more security personnel from the community in response to the problem researched by team “problem of pedestrian safety in Brgy. Darasa”;
 - CCTV Cameras placed strategically all over the community in response to the problem “High Rate of Crimes at Night”;
 - Violence against women and children has been a great issue globally and in the community as well, a problem that the team also researched and presented to the authorities and gained the response of establishing a women and children’s desk in the barangay office.
- ✚ Parents all over the community appreciated the efforts of the students in their participation in the program and are now more participative in the community and the school

Achievements among Teachers:

- ✚ Highlighted and recognized the best practices of “Honesty” in the whole community through a book published by the Department of Education- Division of Tanauan City to the Regional Office
- ✚ More teachers now practices the program in the city as endorsed by the Department of Education, Division of Tanauan City and in the whole province as well after the recently concluded Teacher’s Training for Project Citizen Batangas held last 16-17 August 2013.
- ✚ Plans on conducting trainings for parents, local officials, youth leaders and teachers are on the works for involving them in the Project Citizen Program to widen and further the effects of the program

The program also supplemented a drive by the National Government through the Department of Education in promoting “Honesty is the Best Policy” of which, Mr. Briñas was given opportunity to author a book that compiled the best practices of “Honesty is the Best Policy” in the Division of Tanauan City. The book is discussed in the classes as well, to further the effects and inspiration of the project.

Achievements from students:

- ✚ The students were given worthwhile learning experiences that they get to tap their different potentials and an avenue to participate and make a difference in the community they belong

The policy researches of the program by the students has dealt with issues such as violence against women and children, crimes at night in the community done by minors, the accountability of the officials in the safety of citizens and the vices such as drinking liquors, cigarette smoking and drug addiction of young people.

On the other hand, the emersions in the program dealt with issues concerning poverty, early pregnancy, child-labor, and misuse of funds by the local officials. The classroom activities or projects were that of simulation of job interview to teach students to dream and aspire for productive life; Applying the concept of responsibility in home, school and community through narrative reports and documentations; the documentary film-making also touches the same issues in the community.

The School, Bernardo Lirio Memorial National High School has won the 1st Regional Showcase Champion for Project Citizen Philippines and represented the region for the 1st National Showcase. The community benefited the following under the program: A pedestrian overpass and more security personnel from the community in response to the problem researched by team “problem of pedestrian safety in Brgy. Darasa”; CCTV Cameras placed strategically all over the community in response to the problem “High Rate of Crimes at Night”; Violence against women and children has been a great issue globally and in the community as well, a problem that the team also researched and presented to the authorities and gained the response of establishing a women and children’s desk in the barangay office.

In light of all this results, the Department of Education, Division of Tanauan City recognized the program and is now part of the activity of the division. Mr. Brinas was also tasked to author a book for the division entitled “The best practices of Honesty is the Best Policy in the Division of Tanauan City”.

15. Plans for sustainability/ future plans

The PCCED now plans to localize the implementation of the program among regions and schools. Therefore, empowering the area coordinators like Mr. Brinas a chance to strengthen the program based on the situation of area they work with. The tie-up with DepEd now makes the sustainability of the program even stronger.

The plan in the future is to widen the program among its neighbouring provinces and tap more teachers and students to practice the programme.

DepEd is currently developing the curriculum for the upcoming grades 11 and 12 or Senior High School. With this, we see an opportunity to formalize the program and make it part of the courses offered. Only by then we can radiate the program and further the positive changes in the community.


The Coordinator, Mr. Brinas together with PCCED and Deped are now looking for other interested partners to fund the runs of teachers and students training with the programme. With Globe Telecoms as partner, we still aim to involve more corporations and organizations to take part in the worthwhile endeavour.

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Attached in this e-mail are the following:

 The Project Citizen Manual and Worksheet

 “The Best Practices of Honesty is the Best Policy in the Division of Tanauan City”

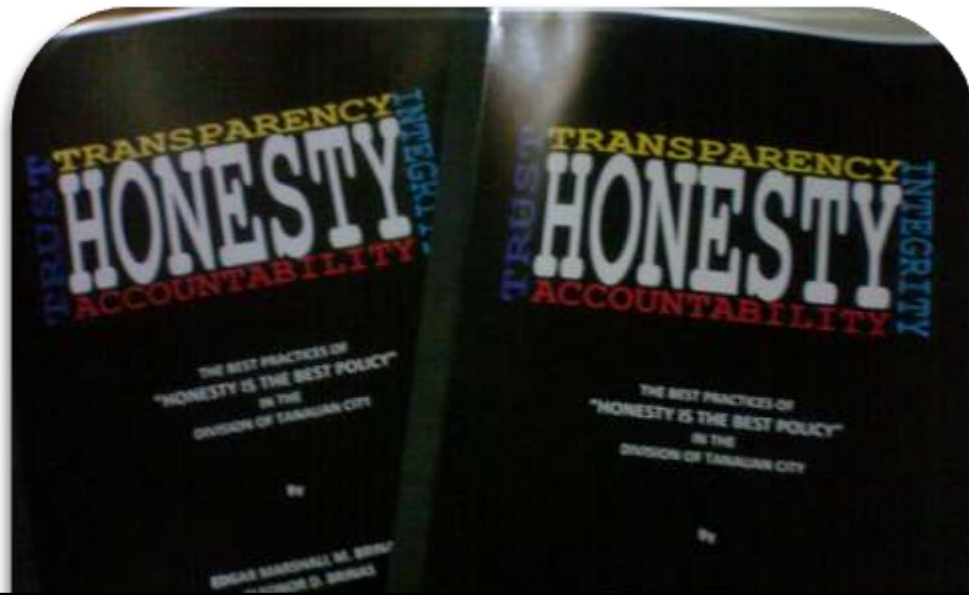
 Sample Project Summary for the School Year



The Project Citizen Team of Bernardo Lirio Memorial National High School in their presentation to the City Council of Tanauan in their formal session. The students presented three major projects already that the City Council appreciated much and took actions with.



After the PC Team presented the problem of neglect of the pedestrian's safety and school children in the community to the City Mayor and City Council, the local officials took action and provided the needs of the people. A pedestrian Overpass was built, pedestrian lanes were painted and more traffic signs and enforcers were deployed, all in response to the Teams project.



In the aim to further the drive for the value of honesty, DepEd Tanauan City tasked Mr. Brinas, his wife Mrs. Eleonor Brinas to author a book that highlights the many practices of honesty in the school setting and operations. This is to encourage more divisions for the call of fostering positive values among people.



The school, Bernardo Lirio MNHS, and Mr. Brinas highlights the conduct of action researches. This project, that is exclusive to the seniors, creates better and effective school policies based on research and is beneficial to the school. On its fifth year of implementation, the project has been consulted by the school in revising and improving its student handbook and school rules and regulations.



One of the processes of Project Citizen is to have continuous communication with the local officials. In this photo, students invited the Barangay Officials to have a dialogue on the issue of the high rate of violence against women and children. As result, the local officials established a women and children's desk in the barangay office to immediately respond to any case that will arise in the community.



As part of the Values Education activities, classes are tasked to produce a theatrical presentation. In this play, the Grade 7 students gave off a performance in front of the senior students. Their story depicted the many troubles an adolescent encounters and how the right values will bring them to a better life. Yearly, this activity is conducted to foster right values and enjoyable life-long-learning experience.



PC Team BLMNHS as they did the leg work for their policy research. They immersed in the community, seeking to identify an immediate community problem that needs attention. Teachers like Mr. Brinas, His wife Mrs. Eleonor Brinas at Mr. Rhodel Escoses accompany the students as they mingle with people, investigate and observe situations.



PC Coordinator and Batangas Trainer, Mr. EDGAR MARSHALL M. BRINAS, in this photo as he trains more teachers in the province to implement Project Citizen in their respective schools. He radiates the programme to their divisions as well. Now a total of 200 teachers were trained by him and actively does it every year. Just recently, he trained 25 European and American members of the volunteer group "Life Project for Youth" (LP4Y) on how to implement Project Citizen in their areas.



PC Team Bernardo Lirio MNHS winning the Regional Showcase and became the representative to the National Finals. For five straight years, the school sustained its participation in the program and evolved it to become of its own. Students get to be part of this worthwhile activity and tap so many of their potentials by doing the process. The most important experience for the students is that they get to make a difference in their community and exemplify positive values.



PC Team Bernardo Lirio MNHS at their best by presenting their policy research to PCCED and GLOBE in the PC showcase Batangas. The organizers appreciated the research and the positive values the students exemplify in their project. Indeed, youth power is effective in changing the community a step at a time.